

Checklist for a High-Quality Collegial Inquiry Plan

FOCUS

- ☐ Is clear.
- ☐ Is meaningful for every member of the team.
- ☐ Is connected to work responsibilities.
- ☐ Is closely linked to student learning.

RATIONALE

- ☐ Clearly and specifically makes a case for collaborative study, identifying benefits for students, members of the group, and perhaps even the wider school or district community.
- ☐ References the group's current knowledge and experiences as well as professional literature that supports the focus.
- ☐ Explains why the group will take the actions it has selected (if action-oriented inquiry).
- ☐ Explains why data needs to be collected and analyzed before identifying actions for study (if exploratory inquiry).

ACTIONS (if action-oriented inquiry)

- ☐ Are specifically described with reference to who is involved and how the actions will be carried out.

QUESTIONS

- ☐ Are specific and concise.
- ☐ Reveal the focus and connect to the rationale for the study.
- ☐ Contain the action being studied (if action-oriented inquiry).
- ☐ Are phrased so that a yes/no answers are not possible.
- ☐ Provide guidance for data collection and analysis.
- ☐ Will take time to explore, will likely uncover various perspectives, and will likely lead to other questions.

DATA-COLLECTION TECHNIQUES

- ☐ Will provide the information needed to answer the research questions.
- ☐ Include multiple sources and types of data.
- ☐ Are manageable in terms of types and numbers.
- ☐ Fit into the group members' work lives and have the possibility of becoming automatic.

ACTION PLANS/MEETING AGENDAS

- ☐ Include clear action steps for the group's work.
- ☐ Explicitly connect actions to inquiry questions.
- ☐ Include group activities as well as individual activities.
- ☐ Include strategies for documenting the group's learning and changing thinking.
- ☐ Allow time for reflection by individuals or the group.